DOCUMENT RESUME

ED 299 661 EA 020 212

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TITLE An Induction Program That Invigorates the New and Experienced.
PUB DATE Mar 88
NOTE 51p.; Appendix A contains marginally legible print.
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *College School Cooperation; Elementary Secondary Education; Incentives; *Mentors; *Needs Assessment; Program Evaluation; *Staff Development; *Teacher Orientation

ABSTRACT

This collection of four interrelated papers is the record of a conference session which describes a staff development model jointly designed by the Franklin County Department of Education (Ohio) and Ohio State University. The session uses a three-tiered model to examine (1) a teacher cadre comprised of teachers instructing teachers; (2) mentors reflecting on their classroom roles; and (3) inductees experiencing teaching for the first time. The first paper, "The Roles and Responsibilities of the Critical Actors," by Cheryl D. Hilton, provides information about the definition and selection of inductees and mentors for the program. The second paper, "What Structures Support the Invigorating of Mentors?" by Sherry Kuehnle, describes the development of an instructional supervision model supported by three intersecting knowledge bases: knowledge about classroom processes; instructional supervision; and classroom observation. The third paper, "A Synthesis of the Teacher Leader Cadre," by Shirley S. Scholl, describes the teacher cadre component of the program, concentrating on needs assessment, development of improvement plans, and incentives offered. The final paper, "Lessons Learned," by Nancy L. Zimpher, evaluates progress during the 3-year initiative to blend personal and professional teacher development and includes a bibliography of 27 references. Appendices include a needs assessment survey and a bibliography of 43 references. (MLH)

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AN INDUCTION PROGRAM THAT INVIGORATES THE NEW AND EXPERIENCED

A staff development model designed in collaboration with the Franklin County Department of Education and The Ohio State University. The session uses a three-tiered model to look at redefining and refining teaching: (1) a Teacher Leader Cadre, teachers teaching teachers, (2) mentors reflecting on their roles in the classroom, and (3) inductees experiencing teaching for the first time. Presenters will review action research jointly conducted by novices and experienced teachers.

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Boston, March, 1988

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The Roles and Responsibilities of the Critical Actors

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Definition of Inductees

The induction period of professional development is generally recognized as the beginning years of teaching and as a transition stage from preservice teacher training to becoming an experienced classroom teacher (Shalaway, 1985). It is during this time that the newcomer makes the transition from "student teacher" to "teacher" (Shalaway, 1985) and for the first time is faced with the "reality shock" (Veenman, 1984) of managing his or her own classroom. Even though teaching skills are taught during this period, beginning teachers say they never acquired them, or that they were inadequately treated in their preservice programs (DeVoss, 1978, 1978, 1980; Katz, Raths, Mohanty, Kurachi, and Irving, 1981). Paradoxically, these skills are often required content in undergraduate teacher preparation courses (Zimpher, 1985). Koehler (1984), has succinctly captured possible reasons for the paradox and argues:

> All preservice training can be characterized as anticipatory socialization, which inevitably involves giving students answers to questions not yet asked, and not likely to be asked until students are in the thick of actual service. This aspect of socialization can be called the feed-forward problem. It includes resistance from the student at the time of exposure to giving learnings and, later, protestations that the same learnings had not been provided, should have been provided, or should have been provided in stronger doses (p. 21).

For the purposes of The Franklin County/OSU Induction Program, an inductee is defined by Zimpher (1985) as a teacher new to the classroom for one or more of the following reasons: (a) a graduate of a teacher preparation program who is assigned as a certified teacher to a classroom for the first time; (b) a certified teacher who has been on an extended professional leave and is returning to the classroom; (c) a certified teacher who has engaged in some kind of retraining and who will be assigned to a grade level or content area markedly different from any previous teaching assignment; (d) a certified teacher who is either new to the district or new to the building to which he/she is assigned this year. Ryan (1986) gives support to this definition of an inductee as defined by Zimpher in the following statement:

> The problems of the new teacher also are experienced by many teachers who have changed schools or grade levels. It is not uncommon for a teacher who was highly effective in one community to move to another and find herself/himself thrashing around like a raw beginner. New kinds of students, new policies and procedures, and a new curriculum acquired professional competence. And while

the adjustment period may not be as long or as dramatic for the experienced "new" teacher, it is still disorienting and can be severe (p. 8).

Selection of Inductees

Participation of new teachers in the pilot year of our project was voluntary. As new teachers were hired and other teachers changed positions, district personnel developed lists of teachers who would be eligible to participate. Since five local districts were participating in the program the procedure varied slightly with each district. As the school year began the program was described to those eligible with the assumption that most would participate. The selection of inductee participants was the responsibility of the superintendent of the district in consultation with interested teacher leaders. By the beginning of the school year, 1985-86, approximately 66 inductees were identified as participating from the five local districts. In the Groveport-Madison Local School District all first year teachers are evaluated; however, in other districts procedures vary. The evaluation instrument employed targets cooperatively set by the administrator and the teacher with the emphasis on individual growth and professional improvement. Administrators and teachers were encouraged to use this evaluation instrument as a target for their mentoring conferences. Thus, this instrument provided teachers with a starting point on which to target improvements in their educational practices--a target that might be difficult for principals to set for a new teacher about whom they might know very little.

As this program is being institutionalized in each of the school districts and due to new state standards for the provisions of entry-year programs, new teachers will now participate on a mandatory basis. In the future it is anticipated that as new teachers are hired they will be formally linked with mentor teachers immediately. This will provide the new teacher with needed support in those first few weeks when many questions or concerns arise.

Definition and Selection of Mentors

For the purpose of this program, we have described a mentor as an experienced teacher who is master of the craft of teaching (Bird, 1985) and is an empathetic individual who understands the need for the mentorship role. We have taken care to insure that the mentor role is not seen as that of an evaluator and that the mentor does not take part in hiring or firing decisions. Truly, the teacher who volunteers to participate in this program is a teaching colleague.

The 59 mentor teachers involved in the 1985-86 program were chosen in one of three ways: (a) by administrators who called on teachers to serve; (b) by administrators and teacher representatives who called on teachers to serve; and (c) by direct volunteering of teachers who wanted to participate in the induction program. Care was taken to match mentor and inductee teachers with regard to subject or grade level taught, building assignments, and

common grounds for affiliation. The Program Planning Committee recommended that, ideally, a one-to-one relationship should be established with no more than two inductees being matched with one mentor if necessary.

Roles and Responsibilities of the Mentors

The role of the mentor in the teaching profession is not well defined. Therefore, we have asked mentors who are participating in this program to describe what they intuit and observe their role to be (see Appendix A). Mentors say that their job is two-faceted. First, the mentor must develop rapport with the new teacher. This can be done in many ways. Suggestions include: (a) introducing yourself to the inductee as soon as a match has been made; (b) providing the inductee with your home phone number; (c) socializing with the inductee; (d) giving positive feedback to the inductee on practices and techniques observed by mentors; (e) introducing inductees to school support staff such as janitors, secretaries, and cooks; (f) encouraging inductees to envision mentors as listeners; and (g) assuring inductees that mentors are not evaluators.

Second, the mentors see their role as one of providing procedural information to the inductee. Mentors can familiarize the new teacher with policy regarding grade reporting, ordering, absence records, counseling services, discipline procedures, A-V equipment sign-out and other daily tasks that seem completely foreign to the inductee.

What Research Says About Mentoring

Before educators begin to design a mentoring system, it is essential to clarify what the system can and cannot do. It is not reasonable to expect a mentor to satisfy the beginning teacher's every need (Driscoll, Peterson, and Kauchak, 1985). In other words, routine information that is generic to all teachers should be received in the same manner. Beginning teachers need individual attention which is focused on self and classroom life (Compton, 1979; Issaacson, 1981). Thus, when beginning teachers were asked to rate the importance of a mentor the most important assistance was a focus on classroom performance, which indicated that beginning teachers need and desire feedback from their mentor teachers. The least important rating was listening to new teachers' concerns and general information. Additionally, this same group of beginning teachers listed several ways in which the mentor teacher was most helpful to them, i.e., a source of ideas, being accessible and understanding, and offering assistance on classroom management. From these findings, it is axiomatic that beginning teachers need a mentor teacher who is knowledgeable in these areas and willing to provide assistance.

Chararacteristics that describe the ideal mentor were listed by beginning teachers in a survey conducted by Driscoll, Peterson and Kauchak (1985). The survey revealed the following as characteristics of mentors as reported by beginning teachers: confidence, ability to be articulate, the use of reinforcement, creativity, high energy level, kindness, sincerity, and

organization. It should be noted that even though the ideal mentor was seen as a source of positive feelings, they were not viewed as an ideal person. This data source yields rich information related to the criteria for selection of a mentor. Beginning teachers stated that, matching mentor teachers with inductee teachers should be done according to the grade level and subject content taught (Driscoll, et al., 1985). In addition, beginning teachers offered the following as screening criteria for selecting mentors (these are rank ordered by importance): time available, concern for beginning teachers, communicative-supportive personality, and professional competence. Those criteria that were least mentioned were professionalism and teaching style.

These desirable characteristics as described by the beginning teacher are essential elements in structuring the mentor-inductee relationship. Judith Warren-Little (1985) poses that the dynamics of a mentoring relationship are developed in the mutuality that goes on during meetings between the mentor and the inductee. Therefore, Warren-Little (1985) suggests that new teachers and mentor teachers should have a shared agenda with a mutually agreed upon focus. Beginning teachers assume the lead role in identifying the problems that they wish to focus upon and the mentor teachers then translate these problems into a concrete working agenda. This shared agenda is then constructed in a way that best meets the inductees needs, (e.g., readings, visitations to other classrooms, or direct observation of the inductee's classroom by the mentor who then provides feedback to the inductee). This type of mentoring relationship provides vital information for both the mentor and inductee and is crucial to a healthy mentoring relationship. Driscoll et al. (1935) adds that before the observation is scheduled a pre-observation conference should precede with a focus on the procedures for the observation and these procedures should be agreed upon. Following this observation Driscoll (1985) points out that a post-observation is essential in analyzing the information gathered to discuss relevant issues.

Leslie Huling-Austin (1985) points out that a post-observation is essential in analyzing the information gathered to discuss relevant issues. Leslie Huling-Austin (1985) agrees that data from observations can assist beginning teachers and describes several ways for experienced (mentor) teachers to function as a colleague in assisting beginning teachers (inductee) during their first years of teaching. Huling-Austin (1985) says that experienced teachers can provide assistance in three ways: impromptu conversation, prearranged conferences, (which may have a pre-established or emergent agenda) and classroom observations. These three types of interactive strategies were implemented in a study of first-year and support teachers conducted by the Research and Development Center for Teacher Education in Austin, Texas. The significance of these strategies was found to be useful in contributing to the repertoire of assistance techniques used by mentor teachers in other induction programs. In sum, the most important factor to remember regarding a mentoring relationship is that mentoring is a two-way street; it takes a spirit of reciprocity which is developed when the mentor listens as much as talks and the inductee understands the problems of the beginning teacher and the perceived solutions to these problems (Driscoll et al., 1985).

Recognizing the importance of the mentoring relationship, careful consideration of the selection of mentors must be considered before designing a mentor system. In an examination of California's mentor system (cf. Wagner, 1984) where the ratio of inductees to mentors was greater as compared to Utah's mentor system where the ratio of mentor to inductee was a one-to-one, it was found that the latter was a more productive arrangement for both teachers. Many techniques serve as viable in the selection processes of mentors which range from a systematic and technical to a qualitative and interactive method. Nonetheless, the selection technique is not as much an issue as is the importance of two criteria which are essential in selection: competence and willingness to serve as a mentor (Driscoll et al., 1985).

This latter point gives implications for the training of mentor teachers and provisions for a support system for the mentors themselves. These could be conducted in the format of workshops, graduate courses (as described in the Franklin County/OSU Induction Project) or meetings where mentors have the freedom to express their successes and frustrations concerning the mentoring processes. However, mentoring must be an integral process (Driscoll et al., 1985). In order to help mentor teachers understand and adapt to their new roles and responsibilites Sparks (1983), after studying the mentoring and staff development literature, has identified the following structured approach for assisting mentor teachers. First, (a) mentor teachers need to develop an awareness of the problems of the beginning teachers; (b) a needs assessment questionnaire should be administered to target some general concerns of beginning teachers as well as some individual concerns, also mentor teachers should have an opportunity to express their own needs (Stallion, 1985); (c) planning should be done by a committee who focuses on the results of the needs assessment data as topics of concern for the beginning as well as the mentor teachers. These meetings should be designed where mentor and inductee meet together on some occasions and meet separately on other occasions; (d) implementation of the mentoring system's different goals of mentors and inductees should be kept in mind; (e) evaluation should be conducted on several levels. It is necessary to monitor the needs of the beginning teachers as well as their mentor teacher to determine where the mentor system needs a boost from the designers of the induction program; and finally, (f) reassessment of the program at the end of the year to determine the success of the program and continuation with new directions. In summary, a mentor system that is well designed and articulated will benefit the district, the beginning teacher, the mentor teacher, and the ultimate benefactor, the students.

What Structures Support The Invigorating of Mentors?

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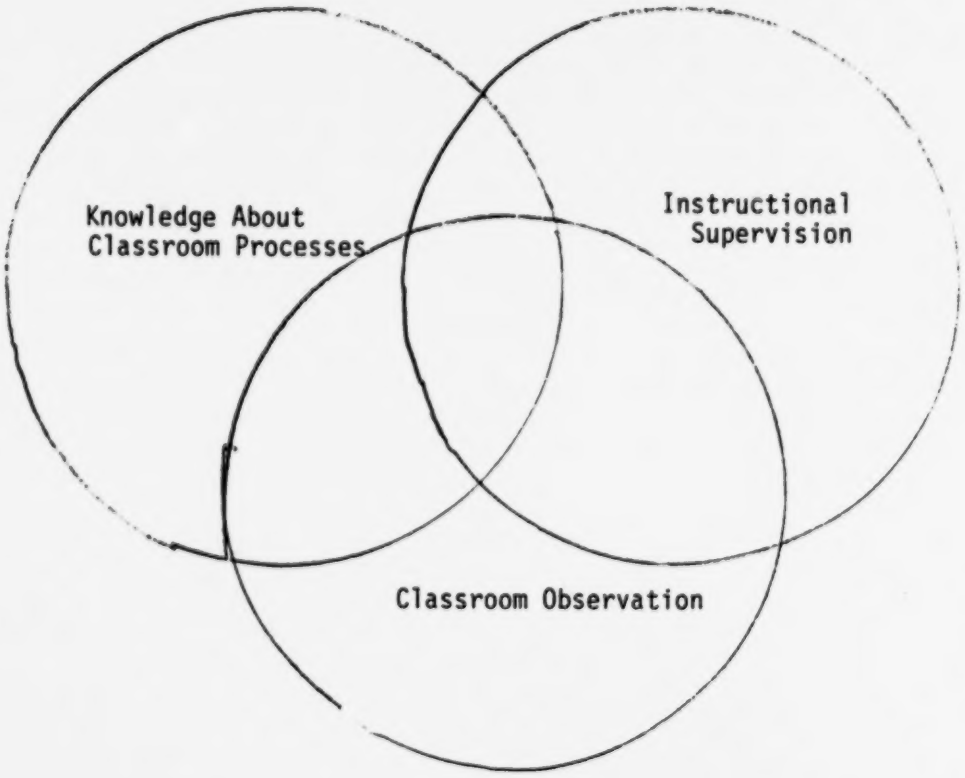
Groveport Madison School District

Development of an Instructional Supervision Model for Inquiring Professionals

The conceptual design of the instructional supervision model for inquiring professionals is based on considerations of three knowledge bases, including knowledge of classroom practices, knowledge about classroom observation, and knowledge of instructional supervision (Zimpher, 1986). This conceptualization sustains the notion of creating inquiring professionals. It can be envisioned as in Figure 1, and subsequently defined, as three overlapping circles wherein the knowledge bases intersect to formulate the area wherein we will focus our attention during the implementation phase of this project. A more developed conceptual rationale for this model is found in the Zimpher (1988) description in the Journal of Teacher Education article, called "A Program Design for the Professional Development of Teacher Leaders."

Figure 1
THE THREE KNOWLEDGE BASES



Zimpher, 1986

Classroom Processes: The primary reference point for knowledge on classroom processes is the Wittrock (1986) third edition of the Handbook of Research on Teaching. In this handbook the knowledge areas of classroom processes are explicated most effectively in an introductory chapter by Shulman (1986) entitled "Paradigms and Research Programs in the Study of Teaching: A Contemporary Perspective." As such, Shulman describes a synoptic map of research on teaching wherein the major research programs that organize the bulk of research on teaching are presented, described, analyzed, contrasted, and criticized. Various research agendas are then subsequently acknowledged and described, including the process/product research on effective teaching, studies on time and learning, pupil cognition and the mediation of teaching, classroom ecology, and teacher cognition and decision making. We wish to acknowledge our interest in a host of discipline-related research agendas which can be useful for beginning teaching, including the discipline studies of early childhood and elementary school teaching, written composition, reading, mathematics, natural sciences, the teaching of arts and aesthetics, moral education and values education, and research on the teaching of social studies. We think that these areas constitute the knowledge base on classroom processes which can be usefully drawn upon as a content focus for the induction project. Obviously we cannot begin to become involved in all of the knowledge areas simultaneously. Ultimately prioritized this list, beginning with classroom management, and move through these topics incrementally as differentiated by need.

Classroom Observation: A primary goal derived from our interest in classroom observations is to allow teacher mentors and inductees to become acquainted with an overview of classroom observation processes, including ways of making meaning out of classroom life and practices. From this analysis teacher mentors and inductees are able to create observation procedures and apply these techniques in real classroom situations. The primary knowledge base is derived from the chapter by Evertson and Green (1986) in the third Handbook of Research on Teaching entitled "Observation and Inquiry Method." The purpose of their chapter was "to explore the nature of observation as a research approach and to provide a framework for making informed decisions about design and implementation of observational research. . . to explore the nature of observational inquiry and methods related to this inquiry process" (Evertson and Green, 1986, p. 163). The focus of our work on observation systems has been on the nature of observation and the creation of observational tools. Particularly, we have focused on using an action research framework for selecting, designing and implementing observation of educational practices and issues. Various ways of recording and storing observations will be examined so that the teacher may develop a repertoire of strategies for collecting and analyzing data on aspects of life in their classrooms. Mentor and inductee teachers are exposed to various systems, including the utilization of category systems, descriptive systems, narrative systems and technological records. Each of these ways of recording will be presented and described to participating mentor and inductees through the expertise of faculty members at The Ohio State University and consultants.

Instructional Supervision: Our interest in instructional supervision is for the purpose of allowing participating teacher mentors and inductees to

review supervision practices from the perspective of the purposes these approaches are intended to serve. From this array of supervisory practices, students utilize modified clinical models to design individual approaches to supervision, incorporating knowledge of classroom observation processes to inform the supervisory approach. The knowledge base for this approach to instructional supervision is derived from multiple instructional supervision models, particularly those proposed by Cogan (1973), Goldhammer (1980), Glickman (1978), Gitlin (1980), Garman (1985), and Kemmis and McTaggart (1984). These multiple supervision models reflect multiple forms of clinical supervision and generally include the following six stages: problem analysis, instrument design, classroom observation, analysis, feedback, and recycling. In this instructional supervision design, the teacher mentor and inductee decide together the focus of their classroom observation which participating teachers wish to have observed and develop various recording systems wherein the activities observed and the symbols used are the creation of the mentor and inductee. The emphasis is on utilizing observation systems and the instructional supervision process in order to provide new teachers and their mentors with a fuller understanding of the subtleties and complexities of classroom interaction and activity.

Undergirding the notion of the Instructional Supervision Model for Inquiring Professionals is a learning cycle which we have implemented throughout the course of the implementation phase of this project. Each session provided during the implementation phase was devoted to consideration of classroom observation processes and supervision procedures with particular focus on aspects of classroom processes, that is on specific aspects of the knowledge base explicated previously with reference to Shullman's work (for observation and supervision practices). Our intent is to involve ourselves regularly and repeatedly in the process of building understandings of both observation and supervision processes. Thus, in the first phase of our sessions we engaged in activities/clinical simulations/appropriate exercises that allow for awareness about topics (process knowledge). In the second phase, teachers and mentors became familiar with knowledge about the various topics presented (content knowledge). In the third phase, the participants constructed actual/useable observation systems/supervision procedures appropriate to the topics presented (knowledge/process integration and application). Accordingly, we <u>will engage in</u> . . . <u>know about</u> . . . and <u>construct</u> knowledge and ways of learning about this knowledge.

These three critical concepts are undergirded by a set of assumptions about the organization of the implementation phase as follows: (Zimpher, 1986)

> <u>Assumption 1</u> - We must consider what is important for teachers to know, beginning with existing knowledge bases in areas associated with classroom processes, classroom observation, and instructional supervision. As such, we need to develop a notion of the teacher-researcher-linker wherein teachers become translators of research in the ordinary everyday language most appropriate to teacher understanding and subsequent implementation in the classroom. Consequently, undergirding our use of extant knowledge bases will be that a number of teachers in the induction program will serve as researcher-linkers in the translation of research to everyday practice and application.

Assumption 2 - The model for linking research and teaching is based on a set of assumptions about the nature of teaching and the relationship of research and practice extracted from the extant literature. The assumptions include but are not limited to the following:

1. Teaching is situation-specific.

2. Research can provide a mirror to hold up to instruction. Research is not a prescriber.

3. Research can be presented in 'translated' forms readily accessible to teachers.

4. Research knowledge is a useful tool that can guide improvement of instruction.

5. Instructional leadership is a person-to-person endeavor.

6. Research on teaching, if teachers and administrators can help develop understanding processes of instruction and reflect on instruction in a given setting. Use valuable research, toss out useless research.

7. There are different ways of bridging between research and practice (Green, 1986).

Assumption 3 - Assumptions about characteristics of effective staff development programs must also be considered since a mentorship/induction program is a form of staff development. These characteristics are framed as a set of questions that need to be addressed as the project continues to unfold.

1. How is a program of staff development defined? What determined the scope and quality of a program? How will this be differentiated across different-sized LEAs to account for quality regardless of size? Should there at least up front be compensatory funding for less endowed LEAs? Who decides such questions and how?

2. To what extent should the content of staff development be divided by state, local funding agents? To what level of specificity? What data should be employed? To what extent should data collection be standardized? To what extent should local differences be acknowledged? How should costs for these kinds of decisions, data collection, be borne? Again, who decides such questions and how?

3. To what extent should staff development activities be publicly supported for primary purposes such as theoretical development, the generation of new knowledge, or even career development?

4. To what extent should inservice prospects be tied to teacher and student performance? What types of resources are needed to do

this? What portion of all staff development activities should be given over to this? How will obvious context differences in schools and classrooms be accounted for?

5. To what extent should specific continuing requirements needed to maintain licensure be tied to participation in approved programs of staff development and to specific teacher and student outcomes?

6. How is eligibility for leadership training/career ladders determined at various points in ones career, especially in relationship to a leadership role in state development? What guidelines are needed in terms of salary differential, amount of time released from the classroom?

Assumption 4 - Assumptions about ongoing maintenance and updating of information. We believe that it is critical to link the large session meetings regarding the concepts explicated above with building-level activity. Such a link is critical if we are to instill in individual teachers the notion of practice-centered inquiry (Kemmis and McTaggart, 1984) and have teachers develop an inquiring professional stance. This approach will require teachers to develop strategies for and to engage in planning action, observing and reflecting.

Assumption 5 - We are confident that various people who assume supervisory roles in the mentor induction program will have differentiated responsibility vis a vis beginning teachers and other mentor teachers. We wish to differentiate models of instructional supervisory practice on a continuum from building administrators who have formal authority in the system to instructional leaders, such as staff development officers, to officially designated mentors, to peer association. We wish not only to differentiate the nature of role and responsibility vis a vis instructional supervision but also to document over the course of the implementation year the relationship of formal mentoring processes to informal mentoring processes. The culminating activity of the Instructional Supervision Model for Inquiring Professionals will be the creation between mentor and inductee pairs of an instructional supervision model tailor-made to their particular needs, roles, and responsibilities. As such, we will lead each of the mentor inductee pairs through a series of tasks as explicated below:

Task 1A: The Overall Role: How do you Define the Mentoring Role?

Task 1B: What Task Will the Mentor be Expected to Do? What is the purpose of each task? What conditions need to exist to enable the mentor to accomplish these tasks? What conditions will limit the mentor being able to accomplish these tasks? To whom does the mentor report?

Task 2: The Underlying Assumptions: List Assumptions Which the Mentor/Inductee Feel are Guiding Principles for Instructional Supervision.

Task 3: Construct a Model of Instructional Supervision: Identify and Define Model Components, Provide a Graphic Depiction of the Model and A Brief Narrative Description of How the Model Works, and Complete the Following: Name the Component, the Purposes and Goals, the General Strategies.

Task 4: Reflecting and Analyzing Data. Answer the following questions regarding classroom observation as follows: purpose and goals, who decides who and what gets observed, identify entry strategies, when and how much you will observe, how will you collect the desired data, and identify exit strategies.

We have piloted the development of these models and are including them as significant because they constitute the major coming together of the conceptualization described in the implementation phase of the project.

A Synthesis of the Teacher Leader Cadre

Shirley S. Scholl
Associate Superintendent
Franklin County Department of Education

The entry year program for Franklin County, which is composed of the following five school districts: Canal Winchester, Dublin, Groveport Madison, Hamilton and Plain Local Schools, was born out of a staff development effort to help enrich the lives of experienced teachers as well as to look at what the future held for these five local school districts. We were working with a group of teachers who had been exposed to many staff development activities, many of whom had gone to graduate schools or completed their master's degree, but were still interested in self-improvement. We saw a group of teachers that would be leaving the profession probably in the next five years and would have to be replaced, possibly with first year teachers. So based upon this, the program described was initiated and has flourished. Over the past two years we have distilled the essential elements from this program. One of these elements is teachers teaching teachers. As we listened to teachers, we heard them say, "We've met so many people who know so much, we really would like time to talk to them. We really don't want to hear the university people talk, but we're interested in practitioners' views. We want to talk to teachers about what is happening in their classrooms."

To provide opportunities to make that happen was the job of the Planning Committee. This organizational structure was patterned after the Teacher Center Model--where an adminstrator and a representative from the teacher's association from each district formed a planning committee with equal power to reach concensus. Additionally, in our model university representatives were involved. Collaboration with the university was and is extremely important in our project and is the second essential ingredient. Not only did it bring to our district an OERI grant over a three year period, but it brought the opportunity for the university and the school people to work closely together. Each had the opportunity to examine the other's needs; the university met with teachers to assist in research efforts and the teachers requested and received instruction in areas of specifically requested faculty expertise based upon a needs assessment, the third essential component of the program.

The first year we used a needs assessment instrument (Appendix B) twice, at the beginning and end of the year. The second year we thought it was futile to repeat the process because the results were exactly what the research told us to expect. So we used more qualitative indices of need. At the end of the second year we heard the complaint that nobody asked us what we needed or wanted. And so we recommend to you in this type of program that you continually assess. It is better to ask too often than not to ask at all!

The first year the teachers, inductees, and mentors looked at what they were doing in the classroom and how they could improve instruction. They

observed what happened in their classrooms; they formulated a plan for improvement, they tried it and they revised when necessary. The second year, the program was built around research.

At the end of each school year the final meetings were labeled "A Celebration of Survivors." For the second year we held a mini-conference and teachers reported on their research projects that they and their inductees conducted in the classroom. They had to submit an abstract and they were chosen to report based upon this abstract. The program was patterned after a similar selection process used at the ASCD conferences. Some ideas that were researched and reported on were: establishing an intervention team; the impact of the computer and student writing; self-selected spelling words for elementary school children. Teachers gained from their own research, which they had reflected upon and concluded that one practice was superior to what they formerly did in their classroom.

The unique part of this entry-year program is the Teacher Leader Cadre (TLC) component. We give our teachers tender, loving care, based upon this model. After the first year there was a group of teachers who said, "This was a wonderful program. I want to be involved again. I may not necessarily want to be a mentor, but I want to be involved." And so the idea of teachers teaching teachers in this program came into existence. In the second year, a group of 20 people was trained in classroom processes, classroom management and clinical supervision, in preparation for their assuming various types of leadership roles. They are the unique component that, after listening to teachers, was developed to meet teachers' needs. They are researching what is happening in their classrooms. They are improving on what they are doing based upon the result. They are growing as professionals. They are becoming more critical of what's happening in their classrooms and what is happening next door and what is happening in the inductees' classrooms and in the classrooms of the mentors who they are assisting.

The incentives in this program have been a fee waiver which provides the people involved with college credit. But, the collegial support is one of the intrinsic values that has been of real importance to teachers. The idea to meet and be a leader among your peers is a risk-taking adventure. Many have succeeded and felt that little added boost in their career. They say, "Gee, I enjoy teaching, I want to do it for another five or ten years." The grant has established a financial remuneration for these teachers this year. Some will be providing support to a college course taught by professors; some will be administering the needs assessment at the end of the year and analyzing it; some will be interviewing administrators who have been involved in the project and finding out how they can improve upon the project the next year; and others have the opportunity to develop profiles of dilemmas of teachers/inductees, focusing on concerns and issues common to mentors and beginning teachers.

We don't know what next year will bring. We assess the teachers, we try to listen, we go with what we hear. We will be at the end of the three year grant in June, 1988. We are striving to institutionalize the program in each one of the five districts, but the real reward is a group of teachers

who have taken the responsibility and have monitored their own and colleagues' growth and development. Members of the Teacher Leader Cadre have prepared themselves to take a leadership role in assisting their own teachers at the local level.

Lessons Learned from Participation in the
Design and Implementation of an Entry-Year Program

Nancy L. Zimpher
The Ohio State University
College of Education

The previous presentations have focused on various aspects of the program. This paper will give an overview of the overall design, and then describe lessons learned from our collective involvement in this initiative.

These conceptualizations originally grew out of a three-domain and now five-domain focus on the needs of beginning teachers and mentor teachers. Initially we felt that the overlapping content areas of knowing about classroom processes, knowing about classroom supervision, and knowing about classroom observation would inform the work of our mentor and inductee teachers. As a consequence, we drew from the synoptic map presented by Shulman (1986) and many others describing the nature of research on teacher effectiveness and school effectiveness to inform our own understandings of classroom observation (guided by the work of Evertson and Green, 1986) and clinical supervision (largely informed by the developmental supervision framework proposed by Glickman, 1981). After three years in the evolution of our project we have added a number of other dimensions, including a heavy emphasis on the notion of reflectivity and inquiry as described above, a focus on particular local needs of teachers as they acclimate themselves to individual districts and, most importantly, an acknowledgement of beginning teachers and mentor teachers as adults with particular reference to theories of cognitive, psychosocial, moral and personal development among and between teachers as they evolve in their own career and personal development. These domains, then, have informed the nature of our work, which will be described in the activities of the program.

<u>The Activity Base for an Induction Project</u>. Clearly, the induction program described briefly herein has been of an evolutionary effort. We have described already how we have evolved from focusing on inductees, to focusing on mentors, to strong teacher leadership notions wherein mentor graduates have largely been responsible for the development of locally-adopted and institutionalized programs. It is possible to look incrementally at the programmatic dimensions to inform this developmental process. Briefly, then, we will address the evolution of the program on a year-by-year basis.

<u>Year One:</u>

During the course of the first year of this project, it was determined, with the enrollment of 65 inductees and 65 mentor teachers in the program, that we could best deliver instructional and personal support to these dyads through a series of monthly meetings. As a consequence, we conducted a preliminary needs assessment (earlier described as a BARS) and from such created an agenda of eight district-wide program

initiatives on such topics as parent conferencing, classroom discipline, reflection activities, classroom management strategies, organizing classroom environments, and motivation techniques. Throughout this series of monthly meetings, we had the benefit of national experts on these topics and we tried to embed in each of these activities some shared interest in reflectivity and inquiry. These sessions were held for both mentors and inductees together, such that we had sessions for 150 or more teachers at any given monthly meeting. There was opportunity for large- and small-group interaction at the time and an accumulation of assignments, including the kinds of reflectivity activities described through the Conference Report Forms, Critical Event Forms, logs and diaries, minute papers assessing feedback from pupils in classrooms, and self-taped interviews by inductees and mentors. Participation in these sessions and preparation of a notebook including these reflection activities constituted the general nature of the first year of activity. It was at the conclusion of this year that we did an analysis of the Critical Event Forms, Conference Report Forms and then taped interviews with one-third of this population to gain feedback about the organization for the second year.

Year Two:

During the second year we were advised from the initial year of operation that the large-group settings were somewhat unmanageable, difficult to personalize, and were more time-consuming and of less potency than the dyadic activities between mentors and inductees. As a consequence, we decided to organize our instructional 'intervention' in the early part of the year, during September through December, and then organize individual districts along their interest areas for the remainder of the year. This began the evolution of the Teacher Leader Cadre since we wanted significant mentor leaders to assist in local district activities during the winter and spring of the year. As a consequence, our design during year two included five sessions during the autumn wherein we advised teacher mentors and inductees about inquiry in the classroom particularly, culminating in guidelines for action research projects. Also embedded in our structure was a focus on whatever instructional improvement interests were popular in the various districts participating in the project. As a consequence, during the winter and the spring quarters, mentor teachers who were now beginning to serve as teacher leaders delivered instruction to each of the five local cooperating districts on such topics as Madeline Hunter's Essential Elements of Instruction; The Performance Learning Systems' Project Teach and Project Pride; extensions of Carolyn Evertson's classroom management model, which we had introduced in the first year of the project; and, as a resource to the Teacher Leader Cadre, we invited the Johnsons (University of Minnesota, David and Roger Johnson) to discuss cooperative learning (1986). The year culminated with a national conference on instructional improvement models where we had representatives of the aforementioned models and TESA (Teacher Expectations and Student Achievement Model) as well as the Reading Recovery Project to inform nearly 200 teachers about the aspects of these instructional packages so that they would be informed consumers of

these models in their local districts. Our inquiry activity culminated in the conduct of a number of action research projects either by dyads or by groups of teachers. As a consequence, in May we had our own mini-conference wherein 20 collaborative action research projects were reported in conference fashion to the 150 mentors and teachers involved in the project.

Year Three:

The culmination of a highly successful, more individualized and more inquiry-oriented year of activity during year two allowed us to think about the strengths of the individual districts participating in the project and the necessity of institutionalizing such a project. As a consequence, we reorganized the structure of the induction project and shifted the program planning responsibilities to the development of steering committees at the local district levels. Our district-wide and university collaboration occurs now only through a Coordinating Council which is organized to advise the local districts on implementation of their own induction year projects, cognizant that the withdrawal of any kind of external financial support would mean that the individual districts would have to institutionalize their programs. As a consequence, we held a summer-long intensive workshop preparing the Teacher Leader Cadre for the initiation of an induction design at the local district level. As well, they attended earlier-mentioned State Department of Ohio workshops on program design and mentor training. As a consequence, by September these teacher leaders and their individual districts began to help other teacher leaders and administrators in the organization and establishment of five steering committees and in the more personalized conduct of assisting with mentor/inductee dyads. As a consequence, our intervention has primarily been focused on the development of instructional leadership capacities for the Teacher Leader Cadre. It is at the local level now that the program design is delivered, and our program efforts at the county-wide and university level are focused primarily on the development of the Teacher Leader Cadre. One attestation to the impact of local initiatives is that upon the announcement of funding for individual teacher research projects by the federal government recently, wherein 30 to 60 individual teacher research projects will be funded, we had two submissions of projects with five teachers each to work toward these individually-funded research projects. This is the epitome of what our intentions were with regard to a focus on inquiry and professional development among teacher inductees and mentors. We will close the third and final year of the implementation project knowing that the districts have now established individual steering committees who deliver their own activities to support the design, implementation and study of entry-year programs, the selection and preparation of mentors, and the continuing fostering of an inquiry perspective among professionals in the local districts.

It is unlikely that any three-year program development initiative could be well-documented in the space of time allowed for this description. Nonetheless, it has been our intention to describe the incremental and evolutionary nature of this project, the integration of what we know about

the problems of beginning teachers and the professional development of teachers in a cohesive conceptual design, and to document briefly the nature of activity to extend this conceptualization to a reality. At the close of this third year, we find that we know a considerable amount about socializing beginning teachers into the role of classroom teachers. We know even more about the evolutionary nature of teacher leadership. Teachers once tapped for service are eager to extend themselves into additional leadership roles. And we have learned a considerable amount about the domains of knowledge that inform the nature of teacher leadership in collegial arrangements. We are on the verge at Ohio State of the evolution of post-baccalaureate programs, the integration of those post-baccalaureate efforts with local school districts, the emergence of more robust peer assistance and review programs which will temper our own perspective on instructional support and evaluation, and the impact of state mandates for the creation of entry-year programs. All of these initiatives come together at an important time in the history of one university-school district collaborative context. They also present the grist from which we might document lessons learned from this particular initiative.

Lessons Learned

What follows are highly reflective and personalized constructions of the lessons learned from our experience in this three-year initiative. It would have been a considerable opportunity to learn had it been primarily a spontaneous collaborative between a major research-producing institution and five local districts. It is all the more intriguing because it comes within the context of a long history of collaboration. Further, the project was tempered considerably by the opportunity to receive a federal grant to infuse a research and inquiry focus into the project. And finally, the fact that this project becomes a major pilot for further initiatives, both at the state level for entry-year programs and at the university level for the evolution of a Holmesian post-baccalaureate program, is significant. We have been early developers in the landscape of induction which has allowed us to advise and inform policy not only in this state but in many states across the country and to see the interweaving of the professional development of preservice teachers and the professional development of inservice teachers. This activity is of consequence, as well, because it has taught us much about how we might grow and develop collaboratively in the future. Here are some of these observations.

1. The nature of governance, collaboration, and participation in such a project is critical in its construal. We have based our activities on a notion of parity that suggests that whenever people are gathered in the name of these projects they will, by necessity, be representative of the administrative leadership of a school district, the teacher leadership of a school district, including significant representatives of teacher union/association affiliates, and representatives from the university faculty. We stand on the notion of parity as a bedrock component of our collaborative effort. Without such an insistence on parity, we are confident we would not have seen the evolution of teacher leaders in this project.

2. The issue of resources is haunting, repetitive and often problematic. The districts involved in this project are rather small in size save for one, are of limited resources, in some instances have suffered a reduction in force during the three years of our operation, and rarely have had the kind of funds necessary to support mentors and teacher leaders. The basic kind of support typically offered by school districts, although it changed from year to year, was to capture some release funds so that mentor teachers and inductees could be released periodically from their classrooms to work together. On occasion, as well, several of the districts afforded support for travel, as many of our members have spoken at national, regional and state meetings to disseminate information about the project. Facilities provided for our efforts were always less than optimal--we met in every cafeteria in the five local districts. Often, they were noisy and vacuous, the seating arrangements were often benches and tables. We longed for civility and the kinds of comforts that are available in other sectors when people are brought together for professional development. As well, the notion of release time at the university is often a euphemism for capturing resources in otherwise constrained financial times. It rarely means that faculty members are truly released from other obligations to do such projects. It is rather an add-on, in-load kind of opportunity. One justifies these activities because they foster not only an interest in program development but certainly lines of inquiry such that the research efforts attached to this project are critical to balance the lack of resources necessary to sustain such a project. For teachers, in districts where teachers are released and given stipends, which are usually major metropolitan districts, there is a great tension between those teachers and the teachers in these local districts who were not released, who were not working for stipends but rather were sort of absorbing these activities in their main load. For this these teachers received a considerable amount of harrassment from teachers in larger districts where such stipends were available.

3. We are confident that the literature, which is largely of an empirical nature, on the problems of beginning teachers is sufficient to inform an induction program. At this point in time, we have several decades of study on beginning teachers. It is not a new idea--it began many, many years ago--so we have recycled literature from the 60's and the 70's and, of course, recent studies in the 80's to inform our project. We do believe that the knowledge base is mature enough to inform the nature of our programs. That is not to say that we did not adapt needs assessment to insure local ownership, but they were built largely on an extant knowledge base.

4. We want to underscore the developmental nature of this project. Collaboration and planning for such an event is usually an after-school, after-hours, over-weekends, over-vacation kind of an endeavor. People tire. People overextend themselves. The best

and most hardworking teachers and university faculty were exactly the same people who contributed to these projects. At times, we would hear ourselves saying 'if we can get this developed then we can put it in place and we won't have to keep developing.' On the contrary, what has made this project so powerful and so spontaneous is that it has been continually in a developmental or pilot mode. People made contributions and could see the net effect of their contributions as program aspects changed. Our best advice is that people learn to cycle in and out of such projects so as not to burn out or overextend themselves, but take time in and time off. Perhaps one of the most positive models is that used by the Columbus Public Schools in their Peer Assistance and Review Program wherein teachers cycle in and out of the project every three years. Another mode of operation is partial reduction of teaching load while assuming such responsibilities.

5. People have often suggested that in such developmental posture you need the right people involved. It is hard to know who the right people are, but certainly they are people who can acknowledge the power of research in a knowledge base but can, as well, acknowledge the power of individuals and people involved in a project. Certainly people involved in developmental collaborative efforts have to be patient, adaptable, extremely energetic and enthusiastic, knowledgeable, and, for the most part, can do people. This means that timelines are short, delivery is almost impossible, but the project must move and people in the project must be committed to that movement. We credit the vision of a number of people in the local districts who know intuitively that this kind of collaboration will make staff development better in their districts, and those people in the university who will move at any expense of time and investment to create these developmental structures.

6. We have been truly impressed with the initiative taken by teachers who have served in mentoring roles to extend their own professional development through the creation of a Teacher Leader Cadre. This idea, spawned by one of the assistant superintendents in the county office, was quickly embraced by a number of teachers who were looking for more fulfillment, who avidly sought and sustained leadership roles in this project throughout the course of the second and third years. It has caused our focus on the nature of teacher leadership to develop to such a state where we have been able to think more creatively about the knowledge that informs teacher leadership and a major research initiative to study the conduct of teacher leadership and what informs teacher leadership.

7. We knew from the begnning of this collaborative project that ultimately, if we wanted the project to survive, we must work on institutionalization. Many of the same actors who contributed to this project contributed years before to a federal teacher center. It had many of the same attributes, optimism and energy, but it died when the federal funding died. Our effort for the last three

years has been to find ways to integrate and mainstream this activity into the ongoing life of the local school districts. We hope we have achieved this by local steering committees, by empowering teachers in leadership roles, by providing models of good program development that could be fostered in local districts. Only time will tell.

8. We have been perpetually interested in the notion of assessment and evaluation and of research to study this intervention. We have been effective in establishing multiple modes of assessment for informing program development and also for assessing the impact of our program activities. We have been more qualitative than quantitative; our diagnosis is largely of open-ended forms, of interviews of logs and diaries and also the assessment of products such as the delivery of 20 action research projects at the end of the second year of the project. But we are haunted by the need for more explicit measures of the impact of our project. If we could turn back the hands of time, we probably would set up better, more effective pre-measures so that now we would know a little bit more about the nature of our intervention. We only have some rationalization for this problem that putting a project in place developmentally leaves little time to think creatively about measuring its impact. We could use--all of us--more help in this area.

9. We began our conceptualization of this project by embedding it in a continuum of professional development that expands teacher recruitment and selection, teacher preservice education, induction and inservice. We believe that induction is part of the whole cloth of staff development and inservice education; we believe it can be more thoughtfully construed and delivered; we think there are certain aspects of staff development that need to be in place in districts such as governance and resources, and a few of the items mentioned above; and we believe there are alternative program models and formats for the delivery of staff development. Someday it is likely that the notion of induction will fade from the landscape of staff development. As a matter of fact, the link between preservice and inservice hopefully will be melded so that the lines are more and more blurred, so that we do not continued to segment various sequences in the career development of teachers, but rather made it a blend--a blend of empowerment, a blend of inquiry and reflection, and a blend of personal/professional development. This has been the primary aim of our project, and one that is still is the process of becoming.

Clearly there are other lessons which we could share, but for the armies of teacher educators and school-based staff developers, teacher leaders and building and district administrators who have for decades been involved in collaborative and staff development efforts, we will not bear here the other anxieties or even successes that the field is aware result from such collaborative arrangements. These are studied observations; hopefully, they will inform our own and others' continuing professional development efforts.

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APPENDICES

WHAT ARE SOME OF THE THINGS WE CAN DO FOR A NEW TEACHER TO ESTABLISH A RELATIONSHIP WITH HER OR HIM?

GROUP A

1. Having a mentor
2. Need a two week advanced connection between mentor and inductee
3. Let inductee observe other teachers at same grade or subject level
4. Facilitate mentor/inductee early beginning
7. Create time to see mentor/inductee/district administrative decision to create time
8. Be sensitive to new teacher assignments (e.g., traveling teacher problems)
9. Provide support ($) for materials, etc. for new teacher expenses?
10. Support for general professional expenses (lifestyle $)

GROUP B

1. Point out some of the things the new teachers are doing well (warm fuzzies)
2. Make sure they are invited to social functions (attend with the new teachers)
3. Encourage them to share some of their ideas with us
4. Provide insight into particular students
5. If possible, suggest team-teaching with the new teacher (less threatening than just observing one another)
6. Do not be condescending, intimidating

GROUP C

1. Support through year
2. Don't assume after a while that they have it worked out
3. Breakfast meetings
4. Positive notes
5. Continued advice
6. Maintain relationship
7. Introduce them to other members of staff who can help them
8. Instructional grouping
9. Make part of working team/department-giving responsibility
10. Teach unit/lesson while inductee observes and vice versa
11. Be willing to observe when asked
12. Familiarize with grade cards, conferences, testing, record keeping
13. Tell them to talk with kids, treat them like people
14. Continue open lines of communication and non-threatening sharing
15. Show teacher that they are not alone with problems with certain kids - - share your experiences
16. Do not be critical - - offer suggestions in positive manner
17. County resource - - how to get, use, communicate with other resources - - filed trips, etc.

GROUP D

1. Provide support
2. Meet with them throughout the year
3. Ideas on record keeping
4. Share materials you develop - - mini units to fill in gaps/filmstrips
5. Operation/sign up for audio/av
6. Open files
7. "Day 1" in lunch room
8. If they encounter criticism, offer support
9. Help in dealing with parents
10. Building policy for discipline
11. Share your own experiences
12. Responsibilities for following curriculum guides
13. How to write lesson plans/building procedures
14. Support them in work toward their goals

GROUP E

1. Released time (one-to-one, grade levels, department levels; after school, building inservice days, observation)
2. Cross links district to district to observe and share programs

GROUP F

1. Be the go-between--between other teachers
2. Assist in developing techniques for discipline problems
3. Help develop objectives - help write
4. Give guidelines for making lesson plans
5. Help them establish realistic expectations for themselves and students
6. Time management shortcuts - - students put chairs on table
7. Be a sounding board
8. Establish good rapport
9. Make them aware of all the support services

GROUP G

1. Provide support
2. Establish weekly time/place to meet
3. Ask them to share recent educational ideas learned in university
4. Plan joint-class activity
5. Be open to share/listen to feelings
6. Tribes among staff - - to avoid cliques or isolation
7. Ask key questions:
   1. difficulty with lesson plans?
   2. classroom management?
   3. routine clerical items?
   4. parent/teacher conference?
   5. open house
   6. first grading period
   7. curriculum materials: OCOS, etc.
   8. student who gives you specific problem?

GROUP H

1. Provide support
1. Bring them in on planning activities
2. Be empathetic to their problems - - let them know that they are not only ones having problems
3. Make sure that they are aware of contract rights

GROUP I

1. Help them understand expectations of school and students (age appropriateness)
2. Share facts about community from which students come
3. Special facts about school resource, people, and where to obtain supplies
4. Setting aside definite time to meet together periodically
5. Invite them to your rooms to observe
6. Be open to an invitation by the inductee to observe him/her
7. Set up list of resource people
8. Take field trips together and special classroom programs
9. Help them learn the "bureaucratic" rules, too
11. Be positive and available
12. Be relaxed with them so that they will also learn to relax
13. Offer help, but don't push it
14. Ask them for their ideas, also
15. Set up schedule of meetings

GROUP J

1. Social events
2. Meeting (group) with mentor/inductee
3. Districtwide breakfast for groups
4. Daily contact
5. Sharing materials
6. Working together toward units
7. Ask them ideas
8. Mentor/inductee should be at same grade level so you can keep on same schedule

APPENDIX B

Franklin County/OSU

Needs Assessment for

Beginning Teachers

This instrument was developed by Brenda Stallion, Graduate Research Assistant, Ohio State University in conjunctionwith the Franklin County Schools/OSU Induction Program, funded by NIE grant contract #400-85-1043. Use of this instrument must be by permission of program director, Dr. Nancy L. Zimpher, College of Education, Department of Policy and Leadership, The Ohio State University, 121 Ramseyer Hall, 29 W. Woodruff Ave., Columbus, Ohio 43210

NEEDS ASSESSMENT FOR BEGINNING TEACHERS
FRANKLIN COUNTY/OSU PILOT INSTRUMENT

Section I

DIRECTIONS FOR RECORDING RESPONSES ON SURVEY:

Please complete the following 25 needs statements. Note that the responses range from one extreme example of behavior to another. Fill out the needs assessment as follows:

a. Read each statement carefully.

b. Circle the responses most appropriate for a given time.

c. Note that there are two responses that pertain to each item. Make sure both responses are completed.

d. Please read the following example.

As a beginning teacher.....

This induction program is unnecessary and threatening to me	Between 1 & 3	This induction program seems to have potential for helping me	Between 3 & 5	This induction program is great and offers me a change for personal & professional growth & development
1	2	3	4	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

NEEDS ASSESSMENT FOR BEGINNING TEACHERS
FRANKLIN COUNTY/OSU PILOT INSTRUMENT

1. As a beginning teacher.....

I find lesson plans are difficult to write & organize	1	between 1 & 3	2	I find lesson plans are somewhat problematic to prepare & follow	3	between 3 & 5	4	My lesson plans are detailed and easy for a substitute to teach	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

2. As a beginning teacher.....

I have knowledge of few instructional resources & class materials available	1	between 1 & 3	2	I have knowledge of several resources teachers use when teaching their classes	3	between 3 & 5	4	I have knowledge of a variety of instructional resources & class materials available to the program	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

3. As a beginning teacher.....

I know few activities for motivating students	1	between 1 & 3	2	I know some motivating activities	3	between 3 & 5	4	I am familiar with many activities that get students involved & motivated	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

4. As a beginning teacher.....

My classroom discipline strategies do not seem to produce the results I anticipated [1]	between 1 & 3 [2]	My classroom discipline strategies seem reasonably effective and comfortable for me to use [3]	between 3 & 5 [4]	My classroom discipline strategies seem very effective & complement my teaching & personality style [5]

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

5. As a beginning teacher.....

My textbooks and workbooks are not appropriate for the grade level I teach and are out-of-date [1]	between 1 & 3 [2]	My textbooks and workbooks need some revisions [3]	between 3 & 5 [4]	My textbooks & workbooks are carefully selected & appropriate for the grade level [5]

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

6. As a beginning teacher.....

I am unfamiliar with a graded course [1]	between 1 & 3 [2]	Graded courses of study are available to me somewhere in the building [3]	between 3 & 5 [4]	Graded courses of study are used to plan my courses [5]

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

7. As a beginning teacher.....

When dealing with individual differences I rarely consider them [1]	between 1 & 3 [2]	When dealing with individual differences I help students after lectures [3]	between 3 & 5 [4]	When dealing with individual differences I plan for the whole class while I help individuals [5]

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

8. As a beginning teacher.....

When I need guidance and support I don't feel comfortable asking other teachers & administrators [1]	between 1 & 3 [2]	When I need guidance and support I talk to friends outside the field of education [3]	between 3 & 5 [4]	When I need guidance and support I feel secure in asking for help from teachers & administrators [5]

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

9. As a beginning teacher.....

When dealing with my colleagues they treat me like a student teacher [1]	between 1 & 3 [2]	When dealing with my colleagues they are unsure of my professional ability, but supportive [3]	between 3 & 5 [4]	When dealing with my colleagues they treat me as a professional teacher & consider me their equal [5]

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

10. As a beginning teacher.....

I feel my teaching load is impossible and hinders my ability to teach well [1]	between 1 & 3 [2]	I feel my teaching load is reasonable but allows me little time to plan new activities [3]	between 3 & 5 [4]	I feel my teaching load is ideal & allows me opportunities to plan for individual areas [5]

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

11. As a beginning teacher.....

I feel worried I might say the wrong thing [1]	between 1 & 3 [2]	I call the parent when there is a problem [3]	between 3 & 5 [4]	I frequently contact the home & inform parents of their child's progress [5]

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

12. As a beginning teacher.....

When teaching I lecture the class each day & put some ideas on the board [1]	between 1 & 3 [2]	When teaching I occasionally change routines so the class does not get bored [3]	between 3 & 5 [4]	When teaching I do a variety of activities in small groups & as a class [5]

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

13. As a beginning teacher.....

When discipling students I warn & threaten students frequently [1]	between 1 & 3 [2]	When discipling students I follow through with my class rules when students misbehave [3]	between 3 & 5 [4]	When disciplining students I follow through on the rules & explain the consequences for good & bad behavior [5]

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

14. As a beginning teacher.....

I have discovered that my students do not seem to understand my lesson after I present it [1]	between 1 & 3 [2]	I have discovered that my students seem interested but sometimes have difficulty in following my lesson [3]	between 3 & 5 [4]	I have discovered that my students follow directions & work actively after my lesson [5]

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

15. As a beginning teacher.....

I feel my students are noisy when working with each other [1]	between 1 & 3 [2]	I feel my students are noisy but seem like they are working together [3]	between 3 & 5 [4]	I feel my students work cooperatively and are well-behaved during group work [5]

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

16. As a beginning teacher.....

I find my school equipment non-existent or does not work well	1	between 1 & 3	2	My school equipment works well but is not always available	3	between 3 & 5	4	My school equipment is available within the room & always works properly	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

17. As a beginning teacher.....

When dealing with special education students I feel awkward & have difficulty understanding their needs	1	between 1 & 3	2	I would like to help special education students but have problems in dealing with them in classroom situations	3	between 3 & 5	4	I work cooperatively with the special education teachers & can diagnose the needs of these students	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

18. As a beginning teacher.....

When I communicate with my principal I feel unsure of his/her expectations and feel insecure with him/her	1	between 1 & 3	2	When communicating with my principal I ask for advice and support frequently	3	between 3 & 5	4	When communicating with my principal I understand the goals and expectations she/he has for me & recognize his/her support	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

19. As a beginning teacher.....

In transferring from one class activity to the next is frequently confusing & noisy	1	between 1 & 3	2	In transferring from one class activity to the next is orderly but takes too long for my students to get ready	3	between 3 & 5	4	In transferring from one class activity to the next it runs smoothly & orderly	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

20. As a beginning teacher.....

When evaluating my students I feel unsure about how to judge their progress	1	between 1 & 3	2	When evaluating my students I administer many tests and quizzes	3	between 3 & 5	4	When evaluating my students I provide frequent feedback with comments on assignments and recently graded tests	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

21. As a beginning teacher.....

In the classroom I have difficulty getting students involved in classroom discussion	1	between 1 & 3	2	In the classroom I invite student responses during lecture	3	between 3 & 5	4	In the classroom I ask students to assist in planning how they will learn the curriculum content	5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

22. As a beginning teacher.....

I see community involvement as a time consuming endeavor 1	between 1 & 3 2	I see community involvement as a possibility for developing community/ school relationships 3	between 3 & 5 4	I see community involvement as the ideal cooperative effort in which both the school and community can benefit 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

23. As a beginning teacher.....

I lack knowledge in developing a good test 1	between 1 & 3 2	I borrow examples of evaluation instruments from other resources and teachers 3	between 3 & 5 4	I can design tests that specifically address the objectives covered in class 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

24. As a beginning teacher.....

I never have routine forms and clerical work completed on time 1	between 1 & 3 2	I ask for help as I encounter problems in completing routine forms and clerical work 3	between 3 & 5 4	I complete routine forms and clerical responsibilities on time and without any assistance 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

25. As a beginning teacher.....

I seldom have time to plan individualized activities so students can work independently 1	between 1 & 3 2	I ask individual students to work together quietly until I can help 3	between 3 & 5 4	I plan and create learning centers that can be used by individual students 5

Here is where I perceive myself now 1 2 3 4 5
Here is where I want to be 1 2 3 4 5

Section II

Please respond to the following sentence stem by writing a brief paragraph.

My greatest need as a beginning teacher, at this point in time is...

SS# _ _ _ _
(last 4 digits)

NEEDS ASSESSMENT FOR BEGINNING TEACHERS
FRANKLIN COUNTY/OSU PILOT INSTRUMENT

This instrument is designed to give you the opportunity to express your opinions about your needs as a beginning teacher so that Franklin County and OSU can provide you the services necessary in meeting those needs. There are no right or wrong responses, so do not hesitate to mark the statements frankly.

Section III

Fill in the information below. You will notice that there is no place for your name. Please do not record your name. All responses will be strictly confidential and results will be reported by groups only. DO NOT OMIT ANY ITEMS.

School district_____Date_____

Age_____ Sex_____ Grade leve/subject taught _____

Total number of years teaching experience _____

Highest degree completed_____

Place where educational training was received_____

_____

Area of preparation or certification

Major_____ Minor_____

Race: (Circle One)

A. American Indian
B. Asian American
C. Black American
D. Hispanic, Spanish - surnamed American
E. White American
F. Other_____

Which of the following define you as an inductee (beginning) teacher in the Franklin County/OSU Induction Program. (Circle all that apply to your definition.)

A. Certified teacher assigned to a classroom for the first time
B. Certified teacher who was on an extended professional leave and returning to the classroom
C. Certified teacher assigned to a different grade level
D. Certified teacher assigned to a subject markedly different from previous assignments
E. Certified teacher who was new to the building which you were assigned
F. Certified teacher who was new to the district

CATEGORIES FOR EACH QUESTION IN THE BEGINNING TEACHER INSTRUMENT

1. Planning Lessons
2. Knowledge of Instructional Resources and Materials
3. Motivating Students
4. Classroom Discipline Strategies
5. Insufficient Materials and Supplies
6. Knowledge of Instructional Resources and Materials
7. Dealing with Individual Differences
8. Inadequate Guidance and Support
9. Relations with Colleagues
10. Heavy Teaching Load
11. Parent Relationships
12. Motivating Students
13. Classroom Discipline/Rules
14. Planning Lessons
15. Classroom Discipline
16. Inadequate School Equipment
17. Dealing with Individual Differences
18. Principal and Administrator Relationships
19. Classroom Discipline Strategies
20. Assessing Students' Work
21. Motivating Students
22. Parent Relationships
23. Assessing Students' Work
24. Classroom Management Organization
25. Dealing with Individual Differences

APPENDIX C

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